



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!
140191 - North Iowa Community School Teacher Leadership and Compensation Plan
Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

Fax:

Agency

Organization Information

Organization Name: North Iowa Community School

Organization Type: K-12 Education

DUNS: 62-026-4267

Organization Website: northiowa.org

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Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Jonathan Potter
Title Lead grant writer & teacher
Organization North Iowa Community School

If you are an individual, please provide your First and Last Name.

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E-Mail potter@northiowa.org

Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
If you are an individual, please provide your First and Last Name.*

Name Sara Meinders
Title Board Secretary
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County(ies) Participating, Involved, or Affected by this Proposal	Kossuth County, Winnebago County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	4
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	7
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons.

Yes

If YES, describe the positive impact expected from this project

This grant will help ensure better education to ALL students - regardless of race or ethnicity. It also is designed to offer assistance to teacher to better serve needier students; which are statistically speaking, more likely to be minorities.

Indicate the group(s) positively impacted.

Women, Person/s with a Disability, Blacks, Latinos, Asians, Pacific Islanders, American Indians, Alaskan Native Americans

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons.

No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.

No

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.

Yes

Name of Person Submitting Certification.	Jonathan Potter
Title of Person Submitting Certification	grant writer and teacher

Recipient Information

District	North Iowa Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	95-0873
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Mr.
Name of Superintendent	Cory Myer
Telephone Number	641-562-2890
E-mail Address	myer@northiowa.org
Street Address	111 3rd Ave NE
City	Buffalo Center
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50424

TLC Application Contact

Honorific	Mr.
Name of TLC Contact	Jonathan Potter
Telephone Number	641-562-2890
E-mail Address	potter@northiowa.org
Street Address	111 3rd Ave NE
City	Buffalo Center
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50424

Demographic Profile

October 2014 Certified Enrollment	471
October 2014 Free/ Reduced Lunch %	46
AEA Number	267

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number

Model 3 Comparable Plan

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

The North Iowa district is made up of four small rural communities bordering the Iowa/Minnesota state line in the north central part of the state. We are proud to say that our school is viewed as the hub of our communities. The K-12 enrollment is slightly under 500 students, 46% of which qualify for free and reduced lunch. We have 41 highly qualified teachers employed in the district. Our campus has recently been consolidated to one centralized building in Buffalo Center with an attached preschool and daycare. Like many of our neighboring school districts, we have experienced a dramatic decline in enrollment over the past fifteen years. There is a real sense of urgency about being able to meet the challenge of preparing our students for the future with the reduced funding that is associated with this decline in enrollment. By implementing the teacher leadership system, we will be better equipped to meet the challenges that face our district.

North Iowa TLC Vision: First and foremost, our vision for the TLC plan is to improve student achievement and lessen the achievement gap by strengthening instruction. Purposeful and extensive collaboration opportunities will increase professional growth for each staff member. By providing multiple levels of leadership and rewarding professional engagement through compensation, our district will retain effective teachers and have a direct positive impact on classroom achievement.

North Iowa TLC Goals: (aligned with State's TLC System and district goals)

- 1) Promote purposeful and extensive collaboration opportunities
- 2) Attract new and promising teachers
- 3) Provide multiple levels of compensated leadership opportunities to retain effective teachers
- 4) Reward professional growth
- 5) Improve student achievement by strengthening instruction.

The North Iowa Teacher Leadership and Compensation Plan includes three levels of teacher leadership that we believe will positively impact student achievement and will best meet the district's vision and goals. Over 25% of our staff will be in one of these leadership roles:

TLC Coordinator/Instructional Coach: contributes to the growth of the district by overseeing implementation of the teacher leadership system, serves as the liaison between teachers and the administrative team, and provides support and knowledge that encourages professional growth of teachers in order to enhance student learning.

Building-Level Coordinator/Mentor: enhances professional growth in the district through guidance of Professional Learning Communities and contributes to the growth of the district through mentoring and support of initial teachers.

Model Teacher: contributes to professional growth in the district by providing examples of high quality instruction and inviting others to observe their instruction.

The TLC system will be closely monitored in order to ensure its long-term success. Surveys, interviews, meetings, rubrics, observations, and analysis of student achievement data will be used to determine the overall success while also serving to indicate where any adjustments need to be made to the system. Additional measures taken to ensure on-going success will involve regular communication with all stakeholders to both assess progress and solicit feedback. Teacher leaders and administrators will also meet to discuss professional growth and feedback for improvements.

Our budget for the TLC plan primarily covers the costs of the teacher leaders' supplements, coverage for their time out of the classroom, and professional development opportunities related to the teacher leadership roles.

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from previous application? **No**

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

North Iowa received the Teacher Leadership Compensation Plan in November 2014 and relied on an initial planning tandem and larger TLC committee to develop this plan. To move the process forward and keep education disruptions to a minimum, one teacher, who worked as the lead grant writer, and the superintendent attended multiple all-day AEA planning sessions to learn about the grant. During the workshop sessions, this tandem gathered information about TLC decision making, tools to develop an effective TL system, and planning documents and supports to use for grant writing. The planning team also made multiple contacts with districts that had already successfully implemented a TLC plan, discussing areas of strength and concern during implementation.

The initial planning team then shared these tools and information with the larger TLC committee composed of district administrators (3), elementary (2), middle school (2), and high school staff (3). The TLC committee met multiple times in the summer months and members also studied information and sample TLC plans independently in advance of meetings. Members came prepared to learn more about the process, discuss the aims of the program, debate the merits of different approaches, and give input to the lead grant writer. The team reviewed edited the draft as a living document.

The TLC committee then brought an initial version of the plan to the parents and community seeking their input into the process. This was shared through our School Improvement Advisory Committee (SIAC). A diverse set of seven parents attended the SIAC meeting discussing TLC, and the feedback was overwhelmingly positive. Parents indicated that this collaborative and improvement-focused model is the right direction for education. One parent stated, "This is the direction that business is heading – one of a model of cooperation and collaboration. Pay is the third ranked factor in employees 39 and younger – with a sense of community and doing worthwhile work rated first and second. This plan seems to emphasize these principles."

The TLC committee felt that teacher in-service would be the most advantageous time to bring the entire staff up-to-date on the process. The lead grant writer presented an overview of what the Teacher Leadership and Compensation System is, the goals of the system, how those correlate to our district's goals and vision, and the next steps. A question and answer time followed the presentation.

The next step was conducting brief interviews with half of the teaching staff gauging the interest level in the TLC program. This allowed the TLC Committee to measure the commitment of teachers and determine that we should move forward.

The school board, elected representatives of the community, also heard a presentation of the TLC plan and gave positive feedback to the process and the plan as a whole.

Finally, the team met to approve the final draft. The funds were used to pay the TLC team members for attending meetings, workshops, and planning and writing/editing the TLC grant.

Planning Grant – Usage

- TLC Committee Members (hourly rate for meetings outside of contract time)
- TLC Lead Person (hourly rate for planning, writing, and overseeing outside of contract time)
- AEA TLC Workshops (sub pay, mileage)
- TLC Plan Draft Committee (hourly rate outside contract time)

The TLC team is assured that there is support from all stakeholders. As a result of the input taken from among the stakeholder groups, the TLC team believes that a teacher leadership program will attract promising new teachers, retain effective teachers, promote collaboration among teachers, provide teachers with opportunities to develop, and reward professional growth and effective teaching. All of these will ultimately enhance student achievement. The focus of the district's professional development for several years has been centered on curriculum alignment, implementation of the Iowa Core Curriculum, and school improvement. All of the stakeholders agreed that teacher leaders will help the district improve curriculum design, instruction, and alignment of the K-12 curriculum with an emphasis on instructional strategies. This program will ensure that our intended, enacted, and assessed curriculum will result in the desired learned curriculum.

Narrative

Using Part 2 application narrative from previous submission? **No**

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

As a small, rural school, NICSD has the mission statement “Linking students to success,” but with the Iowa Core Curriculum and evolving technology, “success” is a changing target. To link students with success, we need to continually grow as educators, working together and sharing responsibility for student achievement. With 1-3 teachers per secondary department and 1-2 sections of students per grade, we have limited natural collaborative opportunities and a need to be increasingly creative in utilizing highly qualified teachers. Our TLC system will create a community of teacher-learners fostering instruction that ensures high levels of student learning. Through meaningful teacher leadership roles, collaboration, and professional growth, the system will provide a structured network of teacher support, a goal we have already begun pursuing with training in Authentic Intellectual Work (AIW). The coordinated efforts of the teacher-leaders provided for in the TLC grant would further help us implement this elaborate, learning-focused program.

Current NICSD Academic Goals

Increase the number of proficient/advanced students in the following areas.

% proficient or advanced on Iowa Assessment (2014-2015)

	Math	Reading Comprehension	Science
4 th grade	75.86	72.41	86.21
8 th grade	61.11	69.44	80.56
11 th grade	80.00	76.67	80.00

While improved proficiency rates on Iowa Assessments are a measureable and desirable marker of student achievement, we also recognize that we may be able to establish the effectiveness of the program if we see increased growth on MAP testing, a decrease in course failures, and/or anecdotal evidence of increased student engagement and learning. These measures may be especially important if discussed state testing changes are enacted.

North Iowa TLC Vision: Our foremost vision for the TLC plan is to improve student achievement and lessen the achievement gap by strengthening instruction. Purposeful and extensive collaboration opportunities will increase professional growth for staff members. By providing multiple levels of leadership and rewarding professional growth through compensation, our district will retain effective teachers, directly impacting classroom achievement.

North Iowa TLC Goals (aligned with State TLC System and district goals):

A) Promote purposeful and extensive collaboration opportunities.

With pre-k -12 all at one site and designated PLC time on Wednesday afternoons, our district has already made the commitment to collaboration. Roughly two-thirds of the staff has been trained directly through PLC conferences emphasizing the principles of professional collaboration and group solutions. During Wednesday PLC time, now in its fourth year, teachers work collaboratively to identify the areas of need, pinpoint instructional changes, implement changes, and measure results. With the TLC’s systemic structure in place, empowered teacher-leaders would be ready and willing to enact solutions and help teachers address the concerns or challenges discussed in PLCs.

B) Attract new and promising teachers.

The NICSD already has one of the highest starting salaries in the Top of Iowa Conference, and the grant will help us to attract highly qualified teachers by maintaining our starting salary and offering short and long-term professional growth opportunities. New teachers will be provided with continual, sustained coaching and support as they work to improve instruction. By creating an ongoing collaborative experience, the grant can help build camaraderie and a better overall experience for everyone involved.

C) Provide multiple levels of compensated leadership opportunities to retain effective teachers.

As a small, rural school, NICSD has a challenge in finding and retaining quality, effective teachers. Enhanced career opportunities will provide incentives for effective teachers to stay within district. As they step into teacher-leader roles, instructors can experience greater job satisfaction supporting colleagues in our rural setting.

D) Reward professional growth.

Teaching is challenging work – and taking time for professional growth can be difficult. The TLC grant would allow us to systematically encourage and reward continued growth for strong teachers while supporting it in all teachers, especially those new to the profession.

E) Improve student achievement by strengthening instruction.

Most importantly, the grant will improve student achievement by strengthening instruction throughout the district. As

teachers discuss assignments, share examples of strong teaching, and discuss student growth, we are able to share the best practices for helping all students learn. Through strengthened instruction, students will be better engaged in classroom learning at each grade level.

Using Part 3 application narrative from previous submission? **No**

Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

With student achievement as the central focus, the North Iowa Teacher Leadership and Compensation plan will strengthen school improvement structures already in place:

- 1) Professional Learning Communities
- 2) Iowa Professional Development Model
- 3) Iowa Core Implementation, Alignment, and Assessment
- 4) Level of Instruction
- 5) Interventions

1. **Professional Learning Communities** – North Iowa is in its fourth year of utilizing PLCs for regular professional development focusing on Iowa Core Implementation and Authentic Intellectual Work (AIW). Over the past few years, over two-thirds of our staff has had formal PLC training. The rationale for this investment was research identifying “defined autonomy” of staff as the key characteristic needed for significant, effective change (Waters and Marzano, 2006). By empowering teachers in professional development, the conversations deepened and teachers began assuming more ownership of student achievement. Our implementation of an AIW program has already begun to create a climate of mutual sharing and critique as we focus on student learning. The TLC grant will enhance our PLCs as teacher-leaders will facilitate the PLC process and provide follow-up and support, with Building Level Coordinators/Mentors and Model teachers, to ensure implementation of best practices and desired results in the classroom.
2. **Iowa Professional Development Model** – Utilizing the IPDM on the classroom, grade level, and district level is fundamental to student achievement. By assessing needs through collecting and analyzing multiple sources of data, identifying root causes of needs and establishing a baseline, our district and teachers will be able to identify next steps. Through the TLC grant, teacher-leaders will guide staff in the collection of classroom data through formative and summative assessments, assist in packaging the data for classroom and district purposes, and lead data analysis so that professional development and instructional changes are an outgrowth of its conclusions. In a small district with administrators and teachers assuming multiple roles, this will streamline the focus and provide designated individuals to lead the process.
3. **Iowa Core** – The TLC Coordinator will be co-facilitating and co-planning training, implementation, and monitoring of the instructional elements of North Iowa’s PD initiatives and adopted curricula. The Coordinator will also assist both new and career teachers to plan learning (including content, instructional strategies, and assessments) and align with district outcomes and Iowa Core. The full-time TLC Coordinator/Instructional Coach position, will be able to reach all teachers within the district. The Building-Level Coordinator/Mentor will also provide support in this area by providing demonstration lessons to improve instruction that apply best practices, educational innovations, and Iowa Core to new learnings. In addition to the above leadership roles supporting this district priority, there will be six Model Teachers sharing implementation, alignment, and assessment of Iowa Core.
4. **Level of Instruction** – To maximize learning, students must be instructed in their zone of proximal development, thereby necessitating the use of differentiated instruction in all classrooms. Students’ levels of achievement vary greatly and, thus, require educators to select the most appropriate instructional strategies, based on assessment data. For example, in the area of reading, many students need extra support comprehending complex literary and/or non-fiction texts. To aid the teacher in developing appropriate differentiated lessons for various instructional levels, the Instructional Coach will provide consistent support for classroom teachers through observation, feedback, and coaching, as well as resource procurement, while the Model teacher’s videotaped exemplars will create a further level of instruction and support.
5. **Student Interventions** – A key feature of the PLC model is layered interventions. Students achieving below proficiency receive differentiated instruction from the classroom teacher. PLCs give teachers the opportunity to collaborate and ensure that struggling students are receiving needed differentiation in all classes – and the TLC grant’s Building Level Coordinators will ensure that these discussions are taking place in the PLCs they lead throughout the year.

Using Part 4 application narrative from previous submission? No

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

The North Iowa district currently utilizes the mentoring and induction program provided through our local AEA. Reviewing the current program led us to create leadership positions focused heavily on mentoring. Through the current program, new teachers are most often assigned a mentor within their building and within similar content or grade level when possible; the building principals assign these. Mentors and mentees are asked to meet on a regular basis throughout the school year and focus on the Iowa Teaching Standards. There is one full day and one half day session required during the first year and additional meetings are recommended. These meetings continue into the second year of the mentoring program.

Not all mentors, however, are meeting on a frequent basis with the mentees and not all active mentors have been formally trained. Mentors need training on coaching and observation in addition to time for collaboration. At a small school, teachers' schedules are often constrained with co-curricular coaching opportunities and rarely allow for shared planning time. A more systematic and structured mentoring system could create more concrete guidelines for meetings and ensure that best mentoring practices are followed. Mentees are also not meeting their mentor until the first week of school; this lack of initial support was noted as an area of weakness when analyzing the current program. The current mentoring program's primary focus on beginning teachers does not offer much support to experienced teachers who are new to the district or teaching in a new content area. These and other teachers may be vulnerable to leaving the profession or district. Because many staff members would benefit from mentoring partnership, our PLC plan includes opportunities to train and retrain any teacher.

The new mentoring program will begin with mentors assigned by the TLC Coordinator/Instructional Coach in collaboration with building principals. The beginning and new-to-the-district teachers will be paired with rigorously trained and qualified mentors. Through the TLC plan, the mentors will be provided with relevant training with the assistance of the AEA. Beginning and new-to-the-district teachers will have access to not only their assigned building level mentor, but multiple teachers in the district who are trained in areas of coaching, observation, collaboration, and effective teaching practices via other mentors and model teachers.

Through the TLC plan, the mentoring process will begin immediately after hiring. Beginning and new teachers will also be supported during the crucial weeks leading up to the start of school. During the designated extra contract days, the mentors will work closely with their mentees during the new teacher in-service days, including acclimating them to the district policies and procedures. There will be frequent communication between the TLC Coordinator/Instructional Coach, Building Level Coordinators/Mentors, and mentees in order to gather data and ensure accountability for the program.

North Iowa's TLC plan provides a tiered approach to mentoring and includes the following, all of which lead to improved entry into the teaching profession for new teachers and support for teachers new to the district or content area.

TLC Coordinator/Instructional Coach role: partner with building principals to facilitate new-teacher orientation; coordinate beginning-and second-year teacher-mentoring programs roles for each building and ensure process is implemented with fidelity; assist both new and career teachers to plan learning (including content, instructional strategies, and assessments) and align with district outcomes and Iowa Core; support teachers' implementation of Individual Career Development Plans.

Building-Level Coordinator/Mentor role: serve as a mentor to new teachers (initial license, new to district, and new content area); initially meet with mentees in early August to cover logistics of building schedules and procedures; support improved entry into the profession by acting as a critical friend, listening and supporting the new teacher, but also ensuring their focus is on the teaching and learning cycle, facilitate teachers' development and implementation of Individual Career Development Plans (ensuring that plans include SMART goals); provide support and knowledge that encourages the professional growth of teachers for enhancement of student learning.

Model Teacher role: serve as a teacher to whom others can go to when they are struggling with a certain subject, classroom management issue, or time management problem, or to observe effective practices; serve as a model of exemplary teaching practice and lead by example; be available for teachers who want to watch specific interventions/strategies being taught, or be available to work with teachers in the building on any instructional practice of interest.

Narrative

Using Part 5 application narrative from previous submission? **No**

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

- b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The North Iowa Teacher Leadership and Compensation Plan includes three levels of teacher leadership that we believe will positively impact student achievement and will best meet the district's vision and goals. Over 25% of our staff will be in one of these leadership roles: TLC Coordinator/Instructional Coach, Building Level Coordinator/Mentor, or Model Teacher.

Through outreach and consultation of multiple stakeholder groups, identifying the needs of the district, and researching successful leadership systems, we decided that three levels of entry would have the largest and most positive impact on students and teachers. During this evaluative time, there was overwhelming feedback for establishing teacher leadership roles that allowed teachers to remain in the classroom as much as possible. Each of the roles has specific responsibilities and duties, yet all will work as a cohesive team to bring about the plan's stated goals.

TLC Coordinator/Instructional Coach (Two .5 time positions; maybe combined into one full time position depending on the candidates; K-6 and 7-12 positions available)

25% coordination of TLC program/25% instructional coaching/50% time in classroom – if .5.

50% coordination of TLC program/50% instructional coaching if full time.

6 additional contract days; \$6,000 supplement for each .5 position

Summary of Position: The TLC Coordinator will contribute to the growth of the district by overseeing implementation of the teacher leadership system and serve as the liaison between teachers and the administrative team. The Instructional Coach will provide support and knowledge that encourages professional growth of teachers for enhancement of student learning.

Responsibilities and Duties:

- Lead program evaluation of the TLC grant to include the collection of all documentation and data related to TLC program.
- Co-facilitate and co-plan training, implementation, and monitoring of the instructional elements of North Iowa initiatives and adopted curricula.
- Assist in the long-range planning of curriculum and professional development including implementation of Iowa Core.
- Partner with building principals to facilitate new teacher orientation.
- Facilitate the creation and maintenance of a repository of exemplar lessons and classroom-instructional videos.
- Create a referral process for struggling teachers to observe Model Teachers.
- Collect grade-level data to support building and district data analysis.
- Partner with the Building Level Coordinators and curriculum director to analyze and communicate standardized-test results as well as school and district successes/concerns to students, staff, parents, and community.
- Coordinate teacher visits to Model Teacher classrooms.
- Coordinate beginning-and second-year teacher-mentoring program roles for each building and ensure the process is implemented with fidelity.
- Assist both new and career teachers to plan learning (including content, instructional strategies, and assessments) and align with district outcomes and Iowa Core.
- Provide lessons to improve instruction that apply best practices, educational innovations, and the Iowa Core to new learnings.
- Provide in-class support through demonstration, co-planning, co-teaching, and observations.
- Attend, observe, and provide feedback to other teacher leaders in professional development procedures, coaching skills, and instructional best practices.
- Assist with using summative and formative assessment results to refine professional development and assist teachers in making data-driven instructional decisions.
- Support teacher's implementation of Individual Career Development Plans.

Building-Level Coordinator/Mentor (6) at least 1 per building

100% of time in the classroom

6 additional contract days; \$5,000 supplement

Summary of Position: The Building-Level Coordinators will enhance professional growth in the district through their guidance of Professional Learning Communities. They will facilitate ongoing communication between PLC's, teacher leaders, and administrators in order to support building and district goals. Mentor Teachers contribute to the growth of the district through their mentoring and support of initial teachers. They also serve as a liaison between new teachers, the teacher leadership system, and administrators. The mentor teachers are also responsible for supporting improved entry into the profession.

Responsibilities and Duties:

- Facilitate professional learning communities (PLC).
- Implement research-based strategies according to data analysis from instructional coach.
- Work with other Building-Level Coordinator/Mentors during the first year of TLC implementation to determine if the program meets all the needs of the district. If gaps are identified, Building-Level Coordinators will assist in the identification of possible program improvements.
- Partner with the TLC Coordinators to analyze and communicate standardized-test results as well as school and district successes/concerns to students, staff, parents, and community.
- Meet and collaborate with Model Teachers to discuss data, strategies, and PLC direction.
- Provide and record as least one demonstration lesson per semester to improve instruction that applies best practice, educational innovations, and the Iowa Core to new learnings.
- Serve as a mentor to new teachers (initial license, new to district, and new content area)
- Initially meet with mentees in early August to cover logistics of building schedules and procedures.
- Support teachers in the development and implantation of Individual Career Development Plans.
- Provide support and knowledge that encourages the professional growth of teachers for enhancement of student learning.
- Serve as a resource to ensure effectiveness of lessons and strategies.

Model Teacher (6) 2 per building

100% of time in classroom

3 additional contract days; \$2,000 supplement

Summary of Position: The Model Teachers contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe their instruction. They are responsible for maintaining a high level of instructional practice and implementing district initiatives.

Responsibilities and Duties:

- Serve as models of exemplary teaching practice and lead by example.
- Welcome other educators into their classroom to observe best practices in instruction.
- Serve as a teacher to whom others can go when they are struggling with certain subject, classroom management, or time management, or to observe effective practices.
- Participate in additional contract days during the summer to work with Building Level Coordinators and the instructional coaches to align professional development plans with our district initiatives.
- Be available for teachers who want to watch specific interventions/strategies being taught, or be available to work with teachers in the building on any instructional practice of interest.
- Model, record, and share a minimum of two exemplar lessons per quarter. These lessons should apply best practices, educational innovations, and the Iowa Core to improve instruction.

Provide examples of student work and student learning as a result of the model lessons. These examples will be utilized in PLCs.

Using Part 6 application narrative from previous submission? **No**

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

For the North Iowa Community School District's teacher leadership program to be successful, it must find teachers who demonstrate strong teaching practices, reflect on their instructional practice, remain committed to ongoing professional growth, desire to serve as leaders, and want to learn the habits and practices of outstanding teachers. Our TLC plan recommends and provides the resources for ongoing professional development to each of the leadership positions. We have outlined a rigorous selection process not unlike the district's current hiring process.

Selection Process

- Each position will be posted with information about the minimum requirements – including at least three years of teaching experience and one year of experience in the district. Information will also be included about the duties and responsibilities, extra contract days, salary supplements, and the requirement to complete an annual review of the assignment.
- Candidates will submit a résumé. This résumé should provide evidence of continued growth as a professional. It should also include documentation of professional development, conferences attended, progress made toward earning additional certifications or degrees, involvement in professional organizations, and any leadership roles the teacher has previously held.
- The candidate will submit written responses to several questions. These questions will be developed by the TLC committee and center around the candidate's philosophy as an educator and leader. The questions will help solidify that the candidate has a strong teaching pedagogy, is a reflective practitioner, and understands the essential skills of teacher leaders. These skills include collaboration, relationship building, and working as an agent of change.
- Candidates for the model teacher position will submit a video of their teaching practice. This observation will focus on the teacher's classroom practice. While one video cannot capture the essence of who that candidate is as a teacher, it helps to illustrate one or more of the following pieces of good lesson design: create a well-crafted lesson plan, effectively engage students, differentiate instruction, use a variety of teaching strategies, provide precise and relevant feedback, and monitor and assess student learning.
- Finally, candidates will be interviewed. The interview will be two-fold, seeking to evaluate the candidate's teaching practices and understand the candidate as a leader. What leadership roles have they assumed in the past, why are they interested in a leadership role at this time, how do they envision themselves as a leader, and how can they work with other leaders to positively impact student achievement?

Selection Team

Due to the structure of the leadership roles and accountability of each position, we have decided to tier the hiring process. The TLC Coordinator/Instructional Coach will be hired first, then the Building-Level Coordinators/Mentors, and finally the Model Teachers. Each committee will be comprised of equal parts administrators and teachers. The TLC Committee will monitor the process and ensure its fidelity. This structure also provides a larger representation of teacher voice in the decision making process.

TLC Coordinator/Instructional Coach (1) – hired first

3 administrators (superintendent, 2 principals)

3 teachers (3 chosen by TLC committee – one from each building)

Building-Level Coordinator/Mentor (6) – hired second

3 administrators (superintendent, 2 principals)

3 teachers (TLC Coordinator/Instructional Coach, 2 chosen by TLC committee)

Model Teacher (6) – hired third

2 administrators (building principal and one other administrator)

2 teachers (TLC Coordinator/Instructional Coach, 1 chosen by TLC committee)

*****None of the teacher members can be applying for the position*****

Narrative

Using Part 7 application narrative from previous submission? **No**

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Leadership is one of the operating principles of the Iowa Professional Development Model. In order to be successful, the IPDM suggests that teachers, administrators, and the school board need to operate collectively and collaboratively. North Iowa's TLC plan is designed with the precept that to be truly effective, it must distribute leadership among strong teacher leaders.

Teacher-leaders, the District Leadership Team, and the administrators will be primarily responsible for determining what is needed for professional development. Working collaboratively they will use the IPDM Cycle of Professional Development as a structure for planning district and building professional development.

The purpose of the Iowa Professional Development Model is to provide a structure for professional development that is focused, collaborative, and directly supports student achievement. Four operating principles are found in the IPDM: focus on curriculum, instruction, and assessment; participative decision-making; leadership; and simultaneity. We believe our TLC plan cohesively blends teacher leadership and professional development.

North Iowa has incorporated the principles of the IPDM in the TLC plan and leadership roles/responsibilities. Our plan includes the following leadership roles: TLC Coordinator/Instructional Coach (1), Building-Level Coordinator/Mentor (6), Model Teacher (6).

Collect and Analyze Student Data

The TLC Coordinator will collect grade-specific data to support building and district analysis. They will then partner with the Building-Level Coordinators and administration to analyze, communicate, and implement usage of the data to positively impact student achievement. In turn, the Building-Level Coordinators will implement research-based strategies according to the data analysis and collaborate with the Model Teachers to discuss data, strategies, and PLC direction.

Goal Setting and Student Learning

The Instructional Coach will assist both new and career teachers to plan learning (including content, instructional strategies, and assessment) and align with district outcomes and Iowa Core. They will also support teachers in meeting the goals of their Individual Career Development Plans which will then impact student learning. The Building-Level Coordinators/Mentors play a vital role in goal setting and student learning through their support of teachers' development and implementation of Individual Career Development Plans.

Selecting Content

North Iowa's current curriculum coordinator is responsible for researching and selecting relevant and innovative curriculum for the district. Through the implemented plan, the TLC Coordinator/Instructional Coach will co-facilitate and co-plan training, implementation, and monitoring of the instructional elements of North Iowa professional development initiatives and adopted curricula.

Designing Professional Development

The TLC Coordinator/Instructional Coach and Building-Level Coordinators/Mentors, and Model Teachers will all play integral roles in designing professional development in their specific field through planning and facilitation of new and ongoing training.

Training/Learning Opportunities

Training and learning opportunities will be planned through a collaborative effort of the TLC Coordinator/Instructional Coach, curriculum coordinator, and Building-Level Coordinators. The Building-Level Coordinators will serve as a liaisons to the instructional coach as they personalize PD opportunities for their learning communities.

Collaboration/Implementation

The TLC Coordinator/Instructional Coach will be instrumental in ensuring all training/learning is being implemented with fidelity. This person will be observing classrooms and attending PLC meetings. The Model Teacher will play a role, providing examples of student work and learning for use in the PLC groups.

Ongoing Data Collection (Formative Evaluation)

The TLC Coordinator/Instructional Coach will assist the team with analyzing formative data. Team members working in the same content area will share data from their common assessments. The TLC Coordinator/Instructional Coach, in collaboration with the district's curriculum coordinator and Building-Level Coordinators will interpret the data and create a plan of action for the teachers and students involved based on data trends.

Program Evaluation (Summative)

One of the responsibilities of the Instructional Coach is to assist with using summative and formative assessment

results to refine professional development and assist teachers in making data-driven instructional decisions. The TLC Coordinator/Instructional Coach, curriculum coordinators, and administrators will work together to evaluate data from North Iowa's summative assessments (Iowa Assessments, NWEA MAP). Trends from data will be shared with the staff. The Instructional Coach will be responsible for having conversations about and helping to make instructional decisions based on results.

Using Part 8 application narrative from previous submission? **No**

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

North Iowa will use the following to determine the impact/effectiveness of the TLC plan. The goals of the district will be revised based on information gathered from multiple stakeholders, self-assessments, student achievement data, and observations. The TLC Committee and local association will review and revise the leadership roles and responsibilities based in-part on on-going feedback from stakeholders. Surveys will be created with the help of AEA267 to gather meaningful and measurable data about the effectiveness of the leadership positions and resulting impact on student achievement. Open communication will be critical among administration, teacher leaders, and staff. The TLC Coordinator will be a vital component in working as a liaison to gather feedback from informal conversations, surveys, and meetings.

District Program Goal #1

By June 2016, North Iowa will offer enhanced career opportunities to all eligible teachers and select approximately 25% of the teaching staff to serve in these teacher leader roles. Thirteen positions will be filled through a rigorous selection process.

Short Term Measures of Program Impact/Effectiveness

- Job descriptions generated
- Selection criteria established
- Application process in place
- Leadership opportunities posted
- Interviews scheduled
- Hiring process complete

Long Term Measures of Impact/Effectiveness

- Number of teachers serving in leadership role each year
- Job descriptions and selection criteria revised based on yearly feedback
- Salaries paid at intended levels and monitored/adjusted based on yearly feedback

District Program Goal #2

During 2016-2017 the district will have placed 13 teacher leaders and trained them in roles and responsibilities and will be supporting the teachers' professional growth. These positions are: TLC Coordinator/Instructional Coach (1), Building-Level Coordinator/Mentor (6), Model Teacher (6). Each building will have a minimum of 3 teacher leaders.

Short Term Measures of Impact/Effectiveness

- Teacher leaders hired
- Training and initial professional development completed
- Documentation (i.e. minutes) from PD planning, collaboration logs
- Self-evaluation of teachers' professional growth
- Reviews by Building-Level Coordinators of TLC implementation determining if program meets the needs of the district

Long Term Measures of Impact/Effectiveness

- Annual district evaluation of TLC System completed by TLC Committee
- Review of data and documentation collected by TLC Coordinator
- Completion of TLC Effectiveness Survey by multiple stakeholder groups

District Program Goal #3

During 2016-17 all career teachers and mentees will receive ongoing feedback and meaningful support through the TLC system.

Short Term Measures of Impact/Effectiveness

- Collection of frequency and type of collaboration teachers and mentees are receiving
- Self-evaluation of teachers' professional growth
- Data from referral process created for struggling teachers to work with Model Teachers

Long Term Measures of Impact/Effectiveness

- Mentee survey data on perception of effectiveness of mentoring
- Teacher survey data on perception of effectiveness of TLC plan

District Program Goal #4

The percentage of effective teachers (new and veteran) retained by district will increase.

Short Term Measures of Impact/Effectiveness

- Assessment of mentees' feeling of support and increased confidence in teaching abilities
- Number of veteran teachers in leadership roles
- Number of teachers applying for leadership roles

Long Term Measures of Impact/Effectiveness

- District teacher retention data
- Exit interviews detailing reason(s) for leaving district
- Number of teachers increasing collaboration work
- Teacher survey data on perception of effectiveness of TLC plan

District Program Goal #5

Student achievement in reading, math, and science will increase.

Short Term Measures of Impact/Effectiveness

- Annual Iowa Assessment achievement and growth data
- Fall to Spring MAP growth data
- Other district formative and summative assessments

Long Term Measures of Impact/Effectiveness

- Iowa Assessment achievement data compared to previous years

AYP/SINA status

Graduation rate tracking

Using Part 9 application narrative from previous submission? **No**

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

The NICSD can successfully implement the TLC program, which is a natural continuation of the collaborative Professional Learning Communities (PLC) work we began four years ago. As PLCs have become part of the fabric at North Iowa, we have come to expect collaboration, data-driven discussions, and student achievement. TLC plan grew out of this mindset, with a focus on improving instructional practices, providing leadership opportunities, and enhancing student learning.

We have had multiple, successful, district-wide initiatives that will guide our implementation of the TLC plan. A few of these successful programs are a 1:1 laptop initiative for 6-12 graders, early-release Wednesdays to set aside time for professional development (especially PLCs), and a Guided Reading program for elementary students.

Our Guided Reading program, for example, shows our district acting on our commitment to meeting the needs of all students. Although our students already benefited from traditional reading instruction, research-based Reading Recovery, Second Chance Reading, and Title 1 Reading, we continued (and still continue) to seek out instructional strategies and programs that will foster world-class readers. The 2010-2011 implementation of the Guided Reading program and the 2014-2015 Early Literacy Implementation (ELI) show that continued commitment.

Implemented as a supplement to the existing reading program, Guided Reading is a leveled reading program that allows our students to receive small-group instruction at their ability level. Students are taught reading strategies that support reading independently with increased fluency and comprehension. A parent component of our program also required all students to do a re-read with parents, who then signed off on a Guided Reading form indicating the child read to them. This has increased parent/teacher communication while ultimately resulting in an increased number of students reading at proficient levels on the Iowa Assessments.

The most recent addition to our reading program has been the Early Literacy Implementation (Iowa TIER and FAST). In the program's first year 95.9% of students showed improvement from fall to spring testing. Also, 8.2% more students were proficient in the spring than in the fall. To ensure sustainability of the ELI initiative at North Iowa Elementary, we have included professional development and training of early literacy interventions to improve reading scores and implemented intensive interventions three times a week, progress monitoring weekly on substantially deficient students, and parent, school, student, and administrator contracts outlining each party's responsibilities in developing successful readers.

The reading program at North Iowa shows an ability to implement new programs, make data-driven decisions about the effectiveness of programs, and sustain a quality program over time. This collaborative and reflective approach would be the same model used to effectively implement and sustain a TLC plan.

Description of Key Staff Responsible for Sustaining the TLC Plan

- **Beginning educators and career teachers:** participate in on-going professional coaching and reflective practice; learn from teacher leaders; collect, analyze, and disseminate data.
 - **Model Teachers:** participate in on-going professional coaching and reflective practice; be transparent with classroom practices; collect, analyze, and disseminate data.
 - **Building Level Coordinators/Mentors:** participate in on-going professional learning; collaborate with TLC Coordinator and Model Teachers to collect and analyze data; support improved entry into the profession by serving as a mentor to beginning and new teachers.
 - **TLC Coordinator/Instructional Coach:** participate in on-going professional learning; monitor the district TLC plan and ensure quality implementation; provide support and knowledge that encourages the growth of teachers for enhancement of student learning; engage in observation and coaching cycles to improve instructional practice and outcomes; co-design/deliver professional development throughout the IPDM.
 - **Curriculum Coordinator:** participate in on-going professional learning; collaborate with TLC Coordinator, principals, and district leadership to collect/analyze and disseminate data; co-design/deliver professional development through the IPDM.
 - **Principals:** collaborate with TLC Coordinator, curriculum coordinator, other principals, and superintendent to support alignment of curriculum, instruction, and assessment through data analysis; support instruction through PLCs and building/district goals; ensure teachers actively participate in coaching through the IPDM.
- Superintendent:** align recruiting and hiring practices with opportunities for teacher leader positions; evaluate of TLC vision/goals; communicate the results of the system to the stakeholders in order to elevate the status of the teaching profession with the community.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. **Yes**

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. **Yes**

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. **Yes**

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. **Yes**

Applicability the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. **Yes**

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$54,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$80,000.00
Amount used to provide professional development related to the leadership pathways.	\$10,000.00

Amount used to cover other costs associated with the approved teacher leadership and compensation plan.

These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.

\$0.00

Totals

\$144,000.00

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number 470.9

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$147,241.01

Total Allocation \$147,241.01

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$144,000.00

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$3,241.01

Budget Alignment

Using Part 10 application narrative from previous application? No

Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

North Iowa already provides a minimum salary of more than \$33,500, so we can direct the money toward other areas. The largest allocation involves the role of TLC Coordinator/Instructional Coach. These two half-time positions will require the district to hire a full-time teacher to replace the lost instructional coverage. The TLC Coordinators/Instructional Coaches' salaries, TLC supplemental salaries, and benefits (IPERS, FICA, district's contribution to health insurance) will be funded through the grant.

As for the other twelve leadership positions, all of which are in the classroom 100% of the time, their supplemental salaries and corresponding benefits (IPERS and FICA) will be paid by the grant. Each teacher leader role has extended contract days for the use of planning, professional development, collaboration, and other work necessary for fulfilling their role and responsibilities.

Through the TLC plan, the mentoring process will begin immediately after hiring. Beginning and new teachers will also be supported during the crucial weeks leading up to the start of school. New staff will be allotted their per diem rate for two additional days prior to the school year. The mentors will work closely with their mentees during the new teacher in-service days on curriculum, district technology, and student and curriculum management systems.

Teacher Leadership and Compensation Grant funds will also be used to provide substitutes for mentor/mentee pairs. This will allow for additional collaboration and provide time for Mentor Teachers to directly support initial teachers through observations, demonstrations, co-planning, and reflection. The grant will also allow us to hire substitutes so we can release teams of teachers to collaborate, grow professionally, and plan for the implementation of high-quality instruction.

We have allocated funds to support the professional growth of our teachers. Each teacher leadership position has \$750 set aside for professional development. This could be in the form of training provided by the AEA, attending conferences, purchasing materials such as professional books, and other training resources. Funds have also been assigned for material purchase, guest speakers, and other resources that will impact the professional growth of all district teachers and increase student achievement.

Our goal is to use the TLC plan to develop alternate time structures that allow teachers to work with their instructional coaches, building level coordinators/mentors, and model teachers. This will include purposeful and extensive collaboration opportunities. A component of this alternate time structure includes collaboration outside of the master contract hours. To make this as successful and meaningful as possible, we are providing grant funds, at an hourly rate, for committee work and teacher collaboration outside of contract time.

As a fiscally responsible district, we are conscious of using the TLC grant in a prudent manner. With fluctuating enrollment, we are also aware that the per-pupil-funding could impact our ability to fund the TLC plan while negatively affecting the districts' budget. Due to these reasons, we were cautious in allocating the entire amount and have provided a buffer to counteract enrollment losses. This will ensure that regardless of our enrollment, we will be able to implement the TLC plan with fidelity, sustainability, and success.

Certified Enrollment Number (October 2014)	470.9
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82</i>	
District Enrollment-Based Allocation	\$145,423.34
Total Allocation	\$145,423.34